

Kangaroo Pouch Day Nursery

Elm Terrace, Tividale, OLDBURY, West Midlands, B69 1UH



Inspection date	21 November 2017
Previous inspection date	24 January 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Managers are dedicated and passionate in their drive to provide high-quality care and learning for all children. The management team monitors staff practice and all aspects of the provision very thoroughly and successfully. Effective self-evaluation includes the views of staff, parents and children.
- Teaching is good. Staff use skilful questions to challenge children's thinking and help them solve problems. Staff make good use of their observations of children's play to measure their progress accurately. Children make good progress and are well prepared for the next stages in their learning.
- Children are happy and well behaved in this welcoming, homely nursery. They form close bonds with staff, who are very caring and meet all children's needs. Staff work closely with parents to provide consistency of care for children. Children are calm and relaxed, and develop good levels of self-esteem.
- Staff place a strong emphasis on developing children's language and communication skills. They plan enriching experiences and encourage children to communicate their ideas and increase their vocabulary.

It is not yet outstanding because:

- Although staff value the partnership with parents, they miss some opportunities to raise this to an even higher level to help parents in supporting their children's learning even more effectively.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen partnerships with parents even further to encourage them all to share information about their children's achievements at home and to support their learning even more effectively.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint evaluation with the nursery manager.
- The inspector held a meeting with the manager, the area manager and the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and considered their views.

Inspector

Catherine Sharkey

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff use their secure knowledge to practise rigorous procedures that help to protect children's safety and welfare. Managers and staff work together as a strong team to monitor and develop each other's practice and help children make the best possible progress. The new manager demonstrates strong leadership and has clear plans in place to make even further improvements to the provision. Staff are well supported to maintain their professional development and they measure the impact of this on children's progress. Staff have recently learned how to use the outdoor area more effectively to help children solve practical problems. They monitor the progress of individuals and groups of children to identify and narrow gaps quickly.

Quality of teaching, learning and assessment is good

Staff engage children well in their play and learning. They use children's interests to plan exciting activities that encourage them to explore and try new things. For example, children use long and short cardboard tubes to look through and to listen to each other. Staff help them to fit these together to make them long enough to touch the ceiling. Staff engage children very well in joining in with favourite stories. They pause for children to fill in the missing words, which children love. They do this with great enthusiasm. Staff encourage children to tell them about their pictures to help develop their language. They ask questions to prompt them further to help children learn colours and to count. For example, they ask them about the colours of the chinks and to count how many people they have drawn. Staff support children who have special educational needs and/or disabilities very effectively and work closely with other professionals to support children and parents.

Personal development, behaviour and welfare are good

Children show they are relaxed and comfortable with staff, such as when they snuggle with them to sleep or look at books. They learn to be independent in their self-care, such as when staff encourage children to wipe their own noses or put their coats and shoes on. Staff plan and use the outdoor areas very effectively to help children increase their physical skills. They provide exciting opportunities for children to climb, balance and use their imaginations. For example, children find ways to go up and down a steep, grassy bank. They help each other up and show kindness towards younger children. Children greet each other when they arrive and staff help children to share and take turns.

Outcomes for children are good

Children are confident and enthusiastic learners. They develop good social skills and independence in their choices of activities. They roll stones down sloping tubes to see how fast they go and how far they roll. Children enjoy feeling the textures of a range of natural materials and they find out which ones fit down the tubes. Older children are imaginative in their role play and allocate tasks for each other, such as cooking the dinner or feeding the dog. They cooperate well together in sharing out the roles. Babies enjoy splashing in water or sitting in it to play with rubber ducks and to fill and empty containers. Children develop valuable skills for their future learning.

Setting details

Unique reference number	EY452348
Local authority	Sandwell
Inspection number	1102436
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	62
Number of children on roll	59
Name of registered person	Kangaroo Pouch Limited
Registered person unique reference number	RP531190
Date of previous inspection	24 January 2014
Telephone number	07976 584011

Kangaroo Pouch Day Nursery registered in 2012. The provider employs 12 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and one at level 2. The manager holds a relevant qualification at level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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